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ABSTRACT

This document indicates the practices and goals needed in educational programs in order to create more humanistic teachers. To illustrate the content and methods of more humanistic teacher education, four areas are discussed: a) the development of knowledge and skill in characteristically human ways of knowledge acquisition and means of self-expression, b) the development of positive identity as a teacher, c) the development of skill in interpersonal communication and effective group process, and d) the development of a personal knowledge of children. The importance of small group encounters, phased introduction to teaching, and individualized instruction are emphasized. A 13-item bibliography is included. (MJM)

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TEACHERS *SHOULD BE* HUMAN TOO

SP 006 123

Michael D. Andrew

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MICHAEL D. ANDREW
University of New Hampshire
Department of Education
Durham, New Hampshire

Association of Teacher Educators
1201 Sixteenth Street, N. W.
Washington, D. C. 20036

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PREFACE

It has been suggested by many authorities that in meeting the heavier demands on school programs and teaching we must prescribe more carefully and direct attention to goals, objectives, and competencies. There is certainly significant movement in this direction with the emergence of performance-based programs and courses and modules reflecting definite protocols and training procedures. The Association of Teacher Educators, as well as other organizations, has published papers on this topic in recent months. Michael Andrew is calling attention to another perspective in dealing with our responsibilities in education—that of humanizing the practices and goals in teacher education.

In this bulletin Andrew presents the arguments for rethinking teacher skills and processes, the changes this would entail, and some of the results to be expected. He is asking us to attend to the subjective and emotional dimensions of education as well as the practical and cognitive. This should be challenging for many of us for it is somewhat removed from what we have expected in our programs. For others it will be particularly warming to find this humane element discussed seriously amid the drive toward more competence-oriented preparation.

Andrew suggests some interesting changes and modifications for present practices as he sketches a model for humanizing the teacher education curriculum, which features the uniquely human ways of knowledge acquisition and expression, the skills in interpersonal communication, a personal knowledge of children, and a positive identity as a teacher. His theme places a new and intriguing responsibility on teacher educators, and likely one that cannot be accommodated easily.

The ideas expressed in this bulletin are not necessarily those of the ATE; however, if they produce concern, deliberation, and reexamination in our efforts, the publication will have attained its purpose.

Chandler Barbour, Chairman
ATE Communications Committee

INTRODUCTION

American society appears to be in the throes of significant change. The symptoms are well known: protest against almost every social-political institution and an established way of life, and a plethora of solutions through reform or revolution.

The reactions to symptoms of social change are also clearly visible in the "law and order" retrenchment of the majority and in the frenzied searching and trial and error "innovations" of academicians, clergymen, and politicians.

The change syndrome is also characterized by a proliferation of theories to explain the causes and directions of change. Social-cultural observers have clearly noted the evidence. Margaret Mead in *Culture and Commitment*[4] offers a theory of worldwide perspective supporting the change from post-figurative to co-figurative and prefigurative societies where the source of values and social direction is moving from the hands of adults to the hands of youth. Charles A. Reich in *The Greening of America*[5] offers a view of post-corporate, post-technological America where the youth have identified new values which will gradually evolve into a new social order. Alvin Toffler in *Future Shock*[12] points out the social implications of our rapidly changing society and implies a needed shift in education from emphasis on the past and present to emphasis on a future of change.

Through the turmoil comes a familiar thread woven through the history of America: man in search of the proper life to be testimonial and fulfillment of his ultimate belief in his own worth. Humanism, broadly interpreted as belief in the dignity and worth of the individual, has resurfaced. Man has again put his head above water to charter and evaluate his voyage. Curiously, for most Americans, the last lap of that voyage—let us say the last 30 years—has thoroughly absorbed the lives of most adults in the pursuit of security, luxury, and wealth while leaving a legacy of affluence which has obliged their children to stand aside, disenfranchised from meaningful responsibilities, from close family ties and from clear pathways for entrance into adulthood. For a minority of poor and disadvantaged, the last 30 years have widened the gulf between have and have not and further alienated those unable to gain an equal opportunity to share the riches.

Many of our youth, perhaps because of their relatively uninvolved perspective as well as their confusion in the midst of myriad choices for personal meaning and values, have become the most critical eyes which America has turned on itself. The influence behind most of the recent observing is that American man has created institutions and activities antithetical to his own goals of individual human worth and dignity. Armed with technology and with dependence on

nationalism and human competitive motives, American man has created national power and affluence, but with a loss of personal identity, a loss of genuine security in self, and a loss of the ability to share his essential humanity with others.

Nowhere have the symptoms of meaninglessness, disenfranchisement, and boredom been so systematically cultivated as in our schools. While society has robbed youth of meaningful responsibilities and close human relationships, it has left them imprisoned in a sterile and static institution still premised on the assumption that absorption of knowledge is the major educational need of the day. It is not curious that today's youth are confused, rebellious, and militant; it is inevitable. They search for personal meaning and identity while we who man the schools offer collective knowledge. They seek honest and emotional levels of communication while we speak in formal symbols and jargon. They reach to grapple with the social issues of today and tomorrow while we dwell on those of yesterday. They plead for responsible paths to adulthood while we offer trivial tokens for the child.

If schools are to help meet the critical needs of youth created by the times, then we must seek out new alternatives in education and reestablish communication with our children. We are trapped in our search for solutions by our own past and an unknown future. We face a task in changing schools where change is ultimately in the hands of educators who themselves are successful inheritors of the past—those who have *chosen* to live in one of our most conservative institutions and who have shown their willingness and competence by conforming to that which we now wish to change.

It would seem logical that if schools are to become more humane and meet the humanizing needs of today's youth, then they must be staffed with more humane teachers, or at least with teachers who have recognized that schools must be redefined to focus more directly on human fulfillment. To get this kind of teacher, we can do two things: encourage the right people to enter teaching and help them learn how to humanize the schools.

Probably the most important factor is to encourage *self*-selection for teaching by people who value human fulfillment and adaptability to change as major contemporary goals of education and who have ability to facilitate these goals. One may seriously doubt that screening techniques will work as well as self-selection, because screening criteria are notoriously invalid and unreliable. Self-selection may be encouraged by the continual recognition and sanction by educators of the need for more humanistically oriented schools. The message to the humanist must be that there is a job for him in education. Although teaching has always attracted a few idealists and reformers, its major attraction seems to have been as a ticket to upward social-economic mobility for the lower middle class. We must redefine the school as a place to meet basic needs of the young and a place for teachers to make an ever increasing contribution to human fulfillment.

We also must prove a willingness and commitment to change by developing alternative kinds of schools. Increasing numbers of free schools, open schools, and community schools are already attracting an enthusiastic and talented new breed into teaching.

There are many other steps to encourage a new kind of person into teaching. One is to make the professional initiation of teachers more actively and directly related to desired teaching performance. In most cases the rituals of training and licensing of teachers serve to reinforce and perpetuate educational patterns of the past. If we are to produce teachers with strong humanistic focus in their teaching, and if schools are to become more humane, then we must consider radical change from most present practice. In general, we treat only the practical and cognitive in the education of teachers; yet, we expect teachers to treat the subjective and emotional. We train and treat teachers as powerless technicians and expect them to generate autonomy and self-reliance. We withhold recognition from teachers and concentrate through supervision on the correction of teaching faults, yet we expect teachers to foster self-esteem in children. We teach teachers, en masse, in rigidly prescribed programs and expect individualized curricula for our children. We teach teachers passively and expect activity-centered classrooms. We teach them to be catalogers of knowledge and expect them to stress the humanistic, creative processes of gaining new knowledge. We surround them with joylessness and hope for joy. We ignore their personal anxiety and professional identity struggles, yet we expect them to aid our children in their personal growth. We appoint teachers to be staunch, single-minded upholders of the public morality of the past and expect our children to learn to deal effectively with changing values of the day. We talk of change, then abandon teachers to be socialized into the status quo.

Clearly, professional education for more humanistic teachers requires more humanistic practices and goals. To illustrate the content and methods of more humanisitc teacher education, the following four areas will be discussed:

1. Developing knowledge and skill in characteristically human ways of knowledge acquisition and means of self-expression.
2. Developing positive identity as a teacher.
3. Developing skill in interpersonal communication and effective group process.
4. Developing a personal knowledge of children.

Developing Knowledge and Skill in Characteristically Human Ways of Knowledge Acquisition and Means of Self-Expression

Humanistic education requires more than self-analysis, knowledge of others, social skills, and group dynamics. A unique human trait is man's ability to use his mind. Over the centuries several characteristically human ways of using the mind have developed for problem solving, for understanding the objects and events in man's environment and for self-expression. This "life of the mind," this collection of man's creative heritage, lies at the heart of our notion of liberal education. Perhaps it appears out of place in a discussion of humanistic teacher preparation, yet few deny the importance of subject matter background and a broad, general education for teachers. The purpose of the discussion here is to take a fresh look at the validity of the liberal arts education of teachers. If one is to accept the definition of one humanistic goal as being *ways* of knowledge acquisition and *means* of self-expression, then the problem should be clear. A humanistic, liberal education would focus on the creative processes of the disciplines and creative avenues of self-expression. Instead, there remains a predominant emphasis in secondary schools and colleges on that narrow field of scholarship—the mental cataloging of information. Certainly this function retains some human value, although considerably less than when readily available records of man's knowledge were scarce. There was a time—in the middle ages—when sitting at the feet of a lecturer and recording his utterances may have been a valid focus for education. It appears that in many institutions of higher education we are several centuries out of date. A truly humanistic focus for today is to emphasize (but not to the exclusion of knowledge acquisition) the processes of the disciplines—those diverse but peculiarly human and creative ways of using the mind.

In the late 1950's and the 1960's there was a renaissance of interest in "process" in education. *The* educational book of the sixties may well have been Bruner's *The Process of Education*[1]. The curriculum revolutions in science, mathematics, and social studies for the elementary and secondary schools took a strong swing to process. In these new curricula the stress is on learning about and learning to carry on the characteristic cognitive methods, skills, and procedures of the natural scientist, mathematician, and social scientist. Unfortunately, the message did not seem to transfer substantially to other subjects and in few instances has the process approach appeared as a focus for college curricula. Although the evidence seems quite clear that an 11-year-old child can quite successfully operate like a "real" scientist—and with considerable creativity—at the college level any contact with creative processes is usually reserved for doctoral or post-doctoral levels. Consequently, the teacher-to-be is receiving, in many cases, a particularly narrow view of subject matter—a view of products: a collection of *history* of man using his mind but with little opportunity for the

student to learn the joy of using his own mind to create or express in the most effective channels known to man.

To help students learn to use and understand the processes of the disciplines requires some depth of knowledge and experience with those processes. These are the neglected ingredients in the liberal-humanistic education of teachers.

Developing Positive Identity as a Teacher: Feelings of Autonomy, Competence, and Commitment

To help students in their own personal becoming, to foster self-direction and autonomy, and to handle a leadership role in changing the schools, the teacher himself must possess the qualities of autonomy, competence, and commitment. Such a teacher is self-governing and self-directing, making conscious choices about teaching rather than blindly carrying out a prescribed curriculum. Such a teacher has a feeling of professional competence. He feels successful and capable in his chosen role as a teacher. He is committed to his profession. He displays self-initiated involvement and devotion in educational matters rather than routine discharge of required duties and involvement only for selfish ends.

Not many would argue against the desirability of these personal qualities, but teacher education programs designed specifically to foster them are very rare. A few humanistic educators have attempted to develop positive attitudes by dealing directly with the person's self-image and personal growth as well as to recruit with these traits in mind. Arthur Combs in *The Professional Education of Teachers,*[2] justifies even very subjective attempts to screen prospective teachers for personal-attitudinal characteristics. He also argues for direct attention to personal factors in teacher development:

> If we adopt this "self as instrument" concept of the professional worker to teaching, it means that teacher education programs must concern themselves with persons rather than competencies. (p. 9)

There are a growing number of educators who believe that development of good teachers depends directly on healthy personal development. To date the strategies to bring about positive personal identity have ranged from identity-oriented readings and course work to group and individual counseling, and more recently to various forms of sensitivity and training groups.

The emphasis on positive teacher identity stated above is *not* on general personal growth and development. Rather, it is on the individual seeing himself as a competent, autonomous *teacher*. Surely such a professional identity is closely related to one's basic self-concept and may result in changes in self-concept, yet the two need not be synonymous. The teacher may still be unsure and insecure with aspects of his personality yet function with confidence and autonomy as a professional. This assumption departs somewhat from Combs and many other humanistic educators who argue that a self-actualizing, competent-feeling teacher is basically a self-actualizing, competent-feeling person. This is probably true, but it may also be true that an adequate professional identity may not always require some specific definition of a totally positive personal identity. (Research in teacher effectiveness has been less than conclusive in identifying uniform personality traits in effective teachers.) Primary or total emphasis on personal growth of the teacher in training runs the risk of gaining slim results for time invested. (Research on changes in basic

personality traits and self-perceptions in adults is not too persuasive, either.) Such an emphasis also encourages an atmosphere of group counseling, psychotherapy, and self-preoccupation, which at least reduces time spent on other important goals and may actually interfere with the healthy self-development that might come about by getting on with the business of teaching and living.

There is some support for the opinion that learning which threatens self-perception is resisted and that changes in self-organization proceed best where external threat is minimized (6:159). A program that focuses on the *person* of the teacher may intensify the threat to many and thereby interfere with learning about teaching as well as with actual self-reorganization. Clinical experience combined with supervision, or counseling that focuses on the beginning teacher's personality and on his success and failure in teaching, carries a high threat and risk factor. Supervision that emphasizes teaching as an experiment, where methods and goals are under closer scrutiny than is the person of the teacher, diminishes threat and encourages personal growth and self-reorganization. As Carl Rogers puts it, "When threat to the self is low, experience can be perceived in differentiated fashion and learning can proceed" (6:161).

Rogers would undoubtedly be in favor of some direct attention to personal growth in a teacher development program. The benefits of this are not being questioned here. However, it is being suggested that much of the learning about teaching and about the self as a teacher would proceed best in an experimental atmosphere that allows the teacher to play with the teaching process without continued, direct, personal threat.

The humanistic emphasis of this teacher development proposal is on the person developing a clear and healthy concept of himself as a teacher and on his ability to deal effectively with others. Fred Wilhelms' statement, "Our primary purpose must be to help each candidate as much as we can in his personal/professional becoming" (13:17), seems to capture the essence of the humanistic component intended here. We must not restrict our focus only to the person or only to the professional role but must treat the person in the context of his emerging professional identity.

Strategies for Achieving a Positive Teacher Identity

Confining the person-centered goals to personal/professional identity and effectiveness with others may lessen the task somewhat, yet it is still considerable. Several strategies seem appropriate.

Let us first examine the goal of autonomy, or the attitudes and ability to function independently without reliance on others for direction. This calls for treatment in the teacher development program and early teaching experience

that both places faith in individuals to make their own decisions and allows them to do so, yet gives them enough support to avoid undue frustration and failure. The following prescriptions are an attempt to define the amount and kind of structure that promotes autonomy rather than frustration or dependence.

Responsibilities of Teacher Preparation Institutions in Promoting Autonomy

Alternative points of view in education must be clearly presented to the individual student of education and they must be presented in a context of open analysis rather than of predetermined values.

The individual must have both the freedom *and the responsibility* to choose among alternative points of view.

The individual must have the freedom to individualize his own program of teacher development to a significant degree, yet he should have a sound base of alternatives from which to make his choices.

The individual must be encouraged to work from an emerging personal philosophy of education rather than a prescribed or emulated model.

As the individual takes on the role of teacher, he must be treated as an independent and competent individual rather than an apprentice who is learning a specific trade.

There must be opportunity for open and supportive discussion of the problems of becoming a teacher.

Professional growth cannot end with a preservice program. Teacher preparation institutions must assume some of the responsibility for an upper-level career development program for teachers which continues in-school assistance and offers clear paths of further professional work.

Current practice separates teacher education into preservice and in-service components. In practice the two are quite unrelated. This separation will not be supported here. Rather, a shared responsibility of schools and teacher preparation institutions is suggested wherein the development of teacher-leaders is seen as a continuing and cooperative responsibility of schools and teacher preparation institutions.

Responsibilities of the School for the Continuing Development of Autonomy

The schools must share with the teacher preparation institutions the goals of the autonomous teacher-leader. In promoting this end, the following are among the school's primary responsibilities:

An atmosphere of administrative and community support for teacher leadership must exist.

The schools must take a cooperative role in providing an experimental internship or clinical experience. That is, they must share support for leadership in supervision and effective practicum sites rather than leaving this task to visiting university supervisors. They must also support the experimental nature of this experience and avoid apprenticeships into the status quo.

The schools must share responsibility for persons who will continue to offer feedback, support, and open discussion of teaching to the beginning teacher.

The schools must share responsibility for staff members who will work with beginning teachers in increasing their knowledge of curriculum and teaching methodology.

The schools must adopt processes which give teachers a major role in educational decision making, particularly with regard to curriculum.

Competence

Competence may be defined as feeling confidence in one's abilities as related to the tasks of the teacher-leader. There is little doubt that a general feeling of personal competence would help to establish initial feelings of competence as a teacher. Yet a lasting feeling of competence as a teacher must come from success as a teacher. Success is achieved by feeling that accepted goals have been effectively accomplished.

The autonomous teacher who feels a sense of competence must feel that *his* goals and teaching styles are effective. Herein lies a dilemma. Everyone wants to feel competent, and the beginning teacher may readily compromise his own style and values to gain the praise and acceptance which comes from the school system, supervisor, or college faculty member with whom he is working. Reward patterns which shape behavior to externally developed models are at the heart of our educational system and are reflected in university course work as well as in

the socializing influences of most school systems. To develop feelings of competence in the beginning teacher and simultaneously to preserve his sense of autonomy will often require a new kind of treatment of individuals in teacher preparation programs and in early clinical experience.

Structuring a teacher preparation program for success while preserving autonomy means helping the student to tackle appropriate goals (within his capability to achieve and without undue psychological risk) at appropriate times and providing positive feedback in the student's own goal-oriented activities. This statement may seem obvious, but it implies some drastic changes in the present patterns of clinical experience, course work, and supervision. Course work must reward individual synthesis of ideas. Clinical experience must be designed to gradually introduce the student to the demands of teaching in an environment that favors experimentation. The practice of throwing the novice teacher into a typical school system, with its myriad pressures to conform, seems least likely to develop the kind of teacher competence which preserves autonomy. In traditional practice-teaching patterns the novice must conform in order to experience success, and he must conform to school philosophy, to community expectations, to students' expectations, and to the expectations of cooperating teachers and university personnel. His chances of reward for pursuing his own goals and ideas are good only if those goals and ideas happen to conform to one or more sets of external expectations. Without opportunity to develop his own educational goals and ideas, it is natural that the novice will accept those most strongly imposed by the system. The pressures to produce within certain standards also limits true experimentation, which is critical for the beginning teacher to develop his own goals and style. Traditional clinical training (student teaching) exposes the beginner to such a range of emotional pressures and demands that only the most self-confident can take the risk of experimentation.

The traditional model of supervision further compounds the problem of competence with autonomy. Supervision is normally seen by the student, and carried on by the supervisor, as criticism or at best as a shaping strategy designed to get students to conform to the supervisor's model. The emphasis is on what the student did wrong, not on what he did right or how his methods worked in a given situation.

To develop feelings of competence while preserving autonomy, the following general strategies are suggested. They are seen as shared responsibilities of teacher preparation institutions and schools.

> A gradual introduction into the role of teacher, consisting of (a) school observation and teacher aide experiences; (b) extended observation and contact with children to gain firsthand knowledge of students of different ages and backgrounds; (c) an experimental first teaching environment that is prestructured to increase probability for success in various teaching roles

and that provides several models of teaching; and (d) an internship with competent, resident, supervisory support.

A choice for the student of internship setting and supervision, and the opportunity to work in different school situations with a variety of master teachers and colleagues.

A style of supervision that (a) values.experimentation over the shaping of behavior; (b) favors inductive, student-centered supervisory patterns over deductive, supervisor-directed patterns; (c) exerts some structure in the direction of realistic self-appraisal but is first sensitive to the need for positive reinforcement; (d) helps the teacher to identify and develop his strengths; (e) stresses analysis of the appropriateness of methods, strategies, and goals instead of analyzing all teaching from the point of view of the teacher's personality and behavior; and (f) values the development of self-analysis and self-evaluation skills by the beginning teacher.

Placement of high values in the teacher development program on development of individual teaching philosophies and styles of teaching, so that students tend to judge their own competence in line with their own goals.

Avoidance of a small number of models in favor of a variety of teaching models and an emphasis on experimentation rather than modeling.

Counseling that helps the student accept his strengths and weaknesses, resolve conflicts in his identify as a teacher, and seek and value educational positions which emphasize his competencies.

Willingness by educators to screen out, during the development program, individuals who show little chance of achieving success as teachers. (There is a tendency to protect anyone who begins a teacher preparation program, keeping them in situations where they will probably achieve few significant rewards and will likely become insecure and unhappy as well as ineffective.)

Commitment

Commitment is an attitude that is reflected by the teacher by involving himself in his profession with his best effort.

Teacher educators and educational administrators often bemoan the apparent lack of commitment of teachers. Teacher educators continue to admit

candidates into teacher preparation programs almost solely on the basis of academic credentials without regard to motives or personal characteristics. Consequently, much time is spent educating students seeking a vocational insurance policy, less rigorous academic tasks, evasion of the draft (in the past), or evasion of difficult job decisions. This does not mean that we should exclude the person who wishes to try teaching or examine the profession. This opportunity should be open to a student early in his college career, before the serious and time-consuming business of developing a teacher-leader begins. It should be made easy for a student to explore teaching and choose to go elsewhere without risking personal failure or devoting large amounts of his college time. On the other hand, some processes of examining a student's commitment should exist before he undertakes a full teacher development program and throughout that program. Personal interviews and counseling aimed at helping students appraise their own commitment seem to be the best mechanisms available for this task. Likewise, assessment of commitment should become a higher priority in the hiring and rehiring of teachers.

Commitment is more than a prerequisite or a constant; it is also an attitude that can be fostered by the teacher development program. It is probably closely tied to competence: experiencing success and developing a feeling of personal competence as a teacher are helpful in increasing commitment. We are likely to commit ourselves to tasks which are personally rewarding. Therefore, the responsibilities of the school and teacher preparation institutions for developing competence are closely tied to the development of commitment. Likewise, there seems a logical or psychological link between autonomy and commitment in that a person who feels a sense of personal trust and independence in his job seems more likely to feel a sense of commitment than for a job in which he feels pressured, dependent, and without autonomy.

Commitment also reflects passion and enthusiasm for teaching. This aspect of commitment is surely augmented by surrounding the teacher with enthusiastic and impassioned models who themselves view teaching as an exciting and challenging endeavor.

Developing Skill in Interpersonal Communication and Effective Group Process

The teacher should possess skills and attitudes or qualities which allow him to convey a positive, supportive attitude toward others, both colleagues and children. He should also possess skills of group leadership which promote honest communication. He should be able to communicate openly and should encourage the same from members of a group.

There are many ways to describe these personal qualities. Carl Rogers in *Freedom To Learn* (6:106-12) describes this same cluster of traits as genuineness, acceptance, and empathetic understanding. He uses them to refer to characteristics of interpersonal relationships which facilitate learning.

A positive, supportive attitude embodies acceptance and empathetic understanding. Honest communication requires genuineness. Here, these qualities are considered critical to effective teacher leadership as well as effective teaching. Inherent is a bias toward a type of leadership, one that seems appropriate to cooperative, constructive group functioning. Within this facilitative, person-oriented leadership and teaching role there is still latitude for individual style.

A positive, supportive attitude toward others and the ability to be honest and promote honest communication might be considered constants—qualities already determined in the young adult. To a degree this is true, and we must take more care to search out these interpersonal qualities in interview and recommendation. Yet we must side with humanistic educators and psychologists—with their faith as much as their research—and agree that these human qualities are so critical to effective teaching and group leadership as to deserve our best efforts to promote them. Although a great amount has been written on ways to promote these qualities, much can be simplified into the prescription that to promote acceptance, empathy, and honesty is to treat a person that way. The total teacher development program must support these qualities. To give a person autonomy with adequate, supportive structure is to show a degree of trust and empathetic understanding. Autonomy of choice from alternatives is characteristic of much of the proposed teacher development plan. The supervisory relationship in various clinical experiences must also show these qualities as well as focus on them in the teaching process. Master teachers must possess them. The nature of administrative leadership in schools must display and seek to foster these same traits. Honest and accepting two-way communication must be available, as well as such alternatives as courses, seminars, and workshops that look directly at group interaction and supportive, honest group leadership and interpersonal interaction. We must, in short, use the best available methods and find the best qualified people to oversee this aspect of teacher development. Efforts in this area may be difficult to evaluate, as much because of disinterest of humanistic educators in measurement as of the vagueness and idiosyncratic nature of the humanistic qualities themselves. For this dimension

of teacher development, faith, trust, and intuition may substitute for quantitatively measured accountability. This does not mean that progress in the human dimension cannot be measured. Every attempt should be made to gain feedback and refine our evaluative instruments in this area. But lack of evaluative sophistication should be no excuse to overlook a most critical aspect in the development of the teacher.

Developing a Personal Knowledge of Children

Although the teacher must have skills and attitudes that are requisite to honest and supportive communication, he must also have a deep and growing personal knowledge of children.

The teacher should select and use methods, make diagnoses, and interact with a variety of children from a base of in-depth knowledge of children. That good teaching depends on attention to individual needs and individual characteristics is a long-standing educational cliché. However, a review of teacher preparation programs uncovers few in which significant attention is given to learning about children. The emphasis is largely on content, teacher role, methodology, and educational foundations. Study of the learner is often only very indirectly treated in analysis of learning theory. The study of learning theory is probably one of the most abstract bodies of knowledge for the preservice teacher. Its interpretive and practicable uses are very slight. Indeed, even professional educators have been unable to successfully bridge the gap from learning theory to instructional theory.

One might argue that knowledge of children emerges from teaching experience, yet in the traditional classroom the preoccupation with content, the class, and group instruction minimizes attention to individual children. Where attention is given to individuals, it is nearly always in the form of instruction rather than observation and assessment of individual characteristics. Student teaching generally offers no greater opportunity for learning about children, for it, too, is characteristically a preoccupation with the traumas of successful role adjustment that emphasizes the teacher, the content, and methodology.

The culture gap between beginning teachers and their students is a well-known phenomenon. Student teachers placed in schools representative of their own socioeconomic and ethnic backgrounds quickly find that they do not know much about a large percentage of the children in those schools. Prospective teachers usually functioned well as students within the school system. They were in upper-level, college preparatory groups and associated very little with nearly three-fourths of the school population. This gap is compounded by recent, rapid social changes which have drastically altered the values and behaviors of students, making them significantly different, at least on the surface, from their counterparts who have come to teach. In cases where teachers enter schools representing socioeconomic groups very different from their own backgrounds, the problems of culture gap is tremendous. This has become evident in institutions that have involved their teachers with ghetto schools and disadvantaged youth. Few of these teachers have found success, and best intentions have been rejected by students and communities.

The need for child study is clear. This study would include the following:

Study of human development with emphasis on age levels to be taught. (This area of study should focus on psychological, physiological, and social development.)

Study of current social attitudes, background, mores, and values in young people.

Study of effective ways to gain knowledge of individual children.

Study of children's specific reactions to varying school environments, course content, teacher personalities, and teaching strategies.

Support for these areas of study is gaining in education. In *Teachers for the Real World,* the authors stress the need for the study of the cultural background of children (10:67-70).

In *The Teacher-Innovator: A Program to Prepare Teachers,* Bruce Joyce[3] states:

> In order to reach into the world of the learner, the teacher needs to control ways of studying the learner—of looking at his external behavior and conceptualizing or intelligently speculating on the meaning of his behavior.
>
> Especially, the teacher needs to employ conceptual systems that help him understand two kinds of things: how people develop and how their development can be facilitated. (p. 393)

Although some of this study could be handled in the more abstract confines of the college classroom, direct observation and study of children would be requisite to personal meaning for most students. Most of the knowledge of children should come from situational encounters and careful analysis of these encounters.

The teacher we want must have many more skills and command of knowledge to be effective in his role, but we have been most concerned with certain qualities needed to make schools more humane. Reflection on these qualities suggests the framework for more humanistically oriented teacher development:

1. An emphasis in the general education of teachers on the creative processes of the disciplines and on avenues of creative self-expression.
2. Direct attention to the development of positive teacher identity.
3. Direct attention to the development of interpersonal communication skills.
4. Direct attention to the development of knowiedge of children.

Many organizational patterns and instructional strategies may be applied to these goals. A few implications for methodology have been mentioned. Three general strategies deserve reemphasis. They are the use of small group seminars, a phased series of clinical experiences, and overall individualization of program.

SMALL GROUP ENCOUNTERS

There must be recurring segments of a teacher development program that help teachers to examine common problems, integrate their experiences, and develop more effective interpersonal skills. The most critical times for seminars of this type occur when teachers-to-be are engaged in clinical experience. These clinical experiences—teacher aide, experimenting with teaching models, studying children, and internship—are the situations in which personal professional anxieties are greatest. Small groups (12-15) should have skilled leaders whose focus and expertise would be on the human elements—facilitating honest communication, developing effective group process, and discussing students' personally relevant experiences and problems. This kind of seminar, paralleling each practicum experience, is critical for personalizing, interpreting, and synthesizing the individual's own experiences as well as a means for dealing directly with the humanistic goals of teacher development.

PHASED INTRODUCTION TO TEACHING

Practicum experiences should be the heart of a teacher development program. These experiences should provide a phased introduction to teaching rather than post-theory immersion at the end of a training program.

Phase I—Exploring Teaching. Exploring Teaching should be an individually arranged (or team arranged) first experience in schools. The intent is to provide personal insight into the school as an institution, the teacher's role, and the nature of children. Students engage in a variety of school experiences: tutoring, teacher-aide duties, teaching, etc. Experiences might be at a variety of sites with children of a variety of ages and cultural and special problem backgrounds. Experiences would not be confined to formal school settings. Intensity of this initial experience would vary but would typically involve around 60 hours of field experience over a semester.

Exploring Teaching would offer an introduction to the socialization pressures of the school and the realities and constraints of the teacher's role. It would also offer an introduction to the study of children, teaching modes, the school, and change strategies. It would come as an introductory experience. It would be exploratory and free from the threat of failure. It would terminate before socialization pressures entrapped participants (we hope).

Exploring Teaching could also provide a self-screening experience for students before committing themselves to the remainder of the teacher development program.

Phase II—Studying Children. Studying Children should be an extended seminar and field study experience where teams of students with expert supervisors carry out research on children and discuss characteristics, development, and background of different groups of children. This kind of experience might involve two hours of presentation and discussion and several hours of field work each week for a period equivalent to one or two semesters. The experience might also be broken into shorter units, including some paralleling summer practicum experiences. The leadership for this experience would be an instructor or team of instructors skilled in observation and analysis of child behavior and knowledgeable of child development and characteristics. A variety of seminars might be available offering specialization in the study of children of different ages and different cultural backgrounds.

Phase III—Exploring Teaching Models. Exploring Teaching Models should be clinically based experiences in which students participate in the observation, demonstration, and analysis of a variety of teaching methods. Objectives for these experiences include the following:

1. Teachers will be able to demonstrate competence in basic teaching skills common to a variety of teaching methods.
2. Teachers will be able to analyze the instructional process in their own teaching and in that of others and be able to distinguish, analyze, and

evaluate the major differences between teaching methods and varying patterns of classroom interaction.

3. Teachers will have observed and experienced a wide range of teaching methods that will provide a basis for personal teaching style with maximum flexibility and knowledge of alternatives.

Many procedures can be developed to realize these objectives: Microteaching laboratories and supervised classroom experiences can be used to focus on basic teaching skills. Skill in analysis of instruction may come from seminars directly focusing on analysis of teaching and from resident supervisors trained in instructional analysis. Observation and experience in a wide range of teaching models might be achieved through the following activities:

1. Library of tapes and films of teaching methods.
2. Workshops on teaching methods for preservice and in-service teachers.
3. Visitation, observation, and short-term apprenticeship with a variety of master teachers.
4. Experimental summer school.
5. Library of resources on teaching.
6. Educational Resource Service Teams available to cooperating schools.

Phase IV—Internship. The Internship would be an in-school experience, selected and arranged by the student in conjunction with cooperating schools. Students would be encouraged to work in teams with paid resident supervisors.

The Internship emphasis would be on further experimentation with teaching techniques, models, and styles, and on skill mastery within chosen teaching styles. The resident supervisor, trained for his role and given time to carry it out, would emphasize planning and analysis of teaching to foster self-directed growth. He would provide feedback, offer alternatives, assist with skill development, and above all be a supportive, sensitive, perceptive person. Supervision must reflect and promote the human qualities we have supported herein.

Individualization of Instruction

Broadly defined, individualization of instruction seeks to recognize more fully the individual student's learning style, interests, and needs. This definition offers many avenues for individualization:

> Individualizing the *rate* at which students progress through the total program and through individual segments of the program. (This is the common meaning when educators refer to individualized instruction.)
>
> Individualization of program *sequence.*
>
> Individualization of *methodology* (meeting program goals).
>
> Individualization of choice of content.

Individualization should be built into teacher development in the following ways:

1. *Student Choice and Responsibility in Structuring and Arranging His Own Total Program*

   Students are expected to develop their own renegotiable sequence and timetable for progress through the teacher development program. The sequence of activities is flexible.

   Students will be expected to help arrange and structure their own first field introduction to teaching.

   Students will take responsibility for arranging their own internship from a variety of appropriate sites.

2. *Student Responsibility for Method and Rate of Progress*

   The development of skill in self-chosen teaching styles will be the responsibility of the student. He may avail himself of individualized laboratory opportunities in simulation, microteaching, and certain curriculum-instruction workshops. He will share responsibility for choosing the resident supervisor and an internship site that will most closely meet the needs of his preferred style.

   Students will assume responsibility for instruction on specific school curricula, and may choose among short-term curriculum workshops on various topics and study curriculum materials in a curriculum-instructional laboratory.

   Individualization of rate and method may develop as a characteristic of the formal instruction in any of the program components.

3. *Mini-Courses and Modular Curriculum*

   Every opportunity should be made to increase flexibility of program by increasing alternatives. The use of mini-courses, short-term workshops, and modules of instruction should replace, as much as possible, the more rigid dictates of semester and year-long courses.

SUMMARY

More humanistic teacher development requires a shift in emphasis from theories, "foundations," and methods to people, interpersonal processes, and purpose. Correct teaching styles and educational goals for schools should not be rigidly predetermined. The teacher should be supported in finding his own answers.

This approach is itself a model which may influence the teacher's choices. There is obviously no way to avoid some bias toward an educational philosophy. This is a philosophy stressing choice from structured alternatives, self-direction, the generation of unique new alternatives, and sensitivity to individual human needs. Care should be taken not to indoctrinate the teacher with a child-centered, humanistic philosophy as the only approach to education; the suggested program has been structured to maximize student autonomy and responsibility. These qualities are at the heart of an individual-fulfillment or humanistic ideology; however, exclusive indoctrination into a child-centered, individual-fulfillment persuasion would be itself antithetical to that philosophy.

The exploration of a wide range of educational alternatives in a milieu of attention to human needs has many probable, indirect results. Development of knowledge and skill in a variety of approaches to education—although justified as necessary to maximizing freedom for reasoned choice—will undoubtedly produce more eclectic and flexible performers than any unidirectional approach. There is mounting evidence that the flexible teacher is most often the most successful teacher. There is also mounting evidence of the relationship of personal warmth and attention to human needs to success in teaching. The emphasis in this program on group relations and personal/professional growth should foster more sensitive and effective persons as teachers.

It should be clear that if these "indirect" results of more flexibility and attention to human needs appear as characteristics of large numbers of teachers, these teachers will exert an influence on the nature of schools. Ideally, schools of the future will derive their nature to a significant extent from the humanistically oriented teacher with both diversity and variety of teaching styles.

To the degree to which this model influences teachers and schools in this direction, it is hoped that it fits the needs of a complex, rapidly changing culture while preserving the value of the individual and insuring his ability to deal effectively with change.

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